

ETHIOPIAN HIGH SCHOOL STUDENTS' READING MOTIVATION AND THEIR READING ACHIEVEMENT IN EFL CLASSES

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Abstract

This study examined the relationship between Ethiopian grade 9 students' reading motivation domains and their reading achievement in EFL classes. A sample of 120 9th graders of Debre Eba Secondary School in Debre Berhan town, participated in the study. Employing a correlational type of design, the study utilized questionnaire and reading achievement test to collect data. SPSS (Version, 25) was used to analyze data. The findings revealed that students' reading motivation domains were significantly associated to reading achievement. The aspects i.e. extrinsic motivation, intrinsic motivation, self-efficacy and social motivation were positively and significantly related to reading achievement. However, a negative and non-significant correlation was found between reading avoidance and reading achievement. It was also observed that students' reading motivation domains together predicted their reading achievement. Thus, it can be concluded that students' reading motivation domains are related to reading achievement while reading texts in EFL classes. Besides, the reading motivation aspects in combination influence students' reading achievement. Finally, the study suggests that reading motivation strategies should be given critical attention in order to improve secondary school students' reading comprehension and achievement.

Key words: extrinsic motivation, intrinsic motivation, self-efficacy, social motivation, reading avoidance, reading achievement

1. Introduction

Due to its widespread use in international communication, English has recently gained importance as a language to study (Gustadevi & Asib, 2012). Because of its prominent position in globalization, it also has a significant impact on a country's political, economic, sociocultural, scientific, technical, and academic advancements. It appears that in the current age of globalization and technology, English language is recognized as the most extensively used language of communication and other services. As a result, nowadays people all over the world have a growing interest towards learning English and using it effectively. Being one of the world's countries applying English as a foreign language, Ethiopia uses English in various contexts like economy, politics, foreign affairs, education, telecommunications, science and technology. In line with this idea, Saleamlak et al. (2022) assert that the education system of Ethiopia also acknowledges the importance of English for global interconnectivity and economic development

Thus, the education system is among the contexts where English plays essential roles. It is now taught as a subject beginning in grade 1. From grade 9 onwards, it is also employed as a medium of instruction, except for Addis Ababa and Gambella regions where it begins at grade 7 and SNNP (South Nations, Nationalities and Peoples) region which delivers various subjects in English starting from grade 5. At the tertiary level of education too, English is taught as a course and is employed as a medium of instruction. In these higher institutions, English is also used in the working language as researches, reports, minutes and other related tasks are organized in English. Therefore, for every Ethiopian who wants to succeed in education and in other businesses, it would be mandatory to have a good mastery of English.

English is a decisive tool for better learning as a whole. However, reading skill specifically helps students to effectively learn the language itself and other subjects or courses in their academic context. "Reading is believed to be the primary means for gaining access to various sources of information, providing the basis for synthesis and critical evaluation skills" (Celce-Murcia, 2001, apud Uzancakmak, 2005, p. 2). Besides, regardless of the reader's goal, reading assists autonomous learning. The current study focused on the relationship between reading motivation and reading achievement, and these concepts are highlighted in the following section.

1.1 What is reading?

Herath (2010) notes that reading is not simply the association of sound to symbols; it necessarily includes meaning. Herath adds that at an advanced stage of understanding, reading can even express meaning alone, with no application of sound; in its most general and modern definition, reading is the ability to get a clear meaning of the written symbols. Aebersold and Field (1997) on their part explain reading as the process through which individuals look at a text and interpret its written symbols; in addition, the text and the reader are the two physical units needed for the reading process to begin. They assert, however, that reading actually occurs when the reader and the text are in conversation in order to make sense. Grabe and Stoller (2011) also stress that reading comprehension is fundamentally complex, including several processing skills like planning what to do, predicting contents of the text, and checking comprehension. This description implies that reading is an active and interactive procedure involving a reader and a text that are harmonized in very effective groupings. Basic reading comprehension and communication skills alone are not enough for a reader. In addition, a reader needs to be proficient and competent in reading skill. As De Naeghel et al. (2012) explain, the competence to read is an essential ability.

Regarding the components of reading, along with cognitive factors like recognizing words, using strategies, and background knowledge, authors have acknowledged affective factors like motivation (Guthrie, Wigfield & You, 2012; Guthrie & Wigfield, 2000). Guthrie and Wigfield (2000) point out that reading process includes cognitive, motivational, social and other factors. In other words, reading comprehension and reading achievement can be contributed by many reader characteristics like cognition, motivation, behavior and social relation. Hence, motivation is among the primary constructs to be studied in connection to reading achievement in EFL classroom context.

1.2 What is motivation?

Protacio (2013) states that motivation is a construct that urges students to have the desire to read. Besides, reading motivation was defined by Guthrie and Wigfield (2000) as a person's objectives, values, and convictions toward the subjects, processes, and results of reading. This definition appears to best characterize the essence of reading motivation. It suggests that motivation to read varies at an individual level. Or individuals are not dichotomous in their type and level of motivation- motivated or unmotivated. Rather, the construct of motivation in an

individual is expressed in a continuum. Opposing the theorists who favor the unitary nature of reading motivation, Ryan and Deci (2000) argue that people have both varying kinds and differing magnitudes of reading motivation.

It is clearly established that motivation to learn or read is inherent in all people, and it is one of the factors to influence reading [achievement]. As Guthrie and Wig field (2000) claim, reading motivation clarifies why some students read more than others, and it causes the strategic abilities of the students and enables them to engage in reading. Students who have motivation to read are able to apply various strategies of reading which can facilitate the reading process.

Guthrie and Wig field (2000) declare that the motivation to read is considered as a multifaceted variable. In this respect, Guthrie and Wig field (1999) explain that reading motivation includes sub domains like intrinsic motivation, extrinsic motivation and social interactions around reading. Moreover, Self-determination theory (SDT) could be the best adherent of the multi-dimensional nature of motivation. Qualitatively, SDT categorizes different kinds of motivation in to groups. In line with this, De Naeghel et al. (2012) point out that self-determination theory recognizes the classical difference between intrinsic motivation and extrinsic motivations. However, what makes self-determination theory different from other aspects to motivation is its focus on the various types and sources of the motivation to read; it defines motivation in a continuum.

As Ryan and Deci (2017) reflect, SDT proposes that some types of motivation are completely volitional (done with interest), while others may be entirely external (pressured from others). Within these two major types of motivation, there are other forms of motivation like integrated motivation and regulated motivation (under extrinsic motivation), and curiosity and involvement (under intrinsic motivation). Hence, it can be deduced that in playing a vital role to facilitate reading comprehension, an individual's reading motivation can have different types and levels depending on various factors. Reading motivation is a fundamental domain of reading engagement, which Guthrie (2004) defines as the cooperative operation of social connections, conceptual understanding, motivation, and strategies during literacy activities. Reading engagement is a broad term comprising of three major dimensions: cognitive, behavioral and motivational. When students are intrinsically motivated to read texts, they are said to be engaged readers.

In this study, reading motivation is conceptualized by its subdomains: self-efficacy, intrinsic motivation (consisting of curiosity, involvement and challenge), extrinsic motivation (including recognition and competition), social motivation and reading avoidance. Each aspect of reading motivation has been highlighted as follows.

1. *Self-efficacy*: Self-efficacy refers to beliefs in one's ability to plan and carry out the steps required to achieve specific goals (Bandura, 1997). Wigfield and Guthrie (2004) note that self-efficacy involves confidence in language and comprehension techniques.

2. *Intrinsic motivation*: This construct has been termed as doing an action for its own satisfaction. Intrinsic motivation consists of reading curiosity, reading involvement and reading challenge. *Reading curiosity* “is ...the desire to read about a particular topic of interest to the child, and so is closely related to the literature on reading interest” (Baker & Wigfield, 1999, p.1). *Reading involvement* is the pleasure of practicing various types of fictional or informal texts (Wigfield & Guthrie, 1997). The third element, *reading challenge* is when we feel satisfied as we understand or absorb difficult concepts from a source. It can also be described as, the willingness to take on difficult reading material (Baker & Wigfield, 1999).

3. *Extrinsic motivation*: Extrinsic motivation ... refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000, p.55). Competence and recognition are two aspects of extrinsic motivation. As per Parault and Williams (2009, p.3) “reading competition is reading out of the desire to outperform other students.” The other aspect-*recognition for reading* refers to the gratification in receiving a tangible form of recognition for success in reading (Wigfield & Guthrie, 1997).

4. *Social motivation*: Sharing reading is a communal experience, according to McRae and Guthrie (2009), whether students are reading aloud, debating a book, or cooperating to decipher and define a new word. Congruently, sharing the insights obtained from reading with one's friends and family is one of the social benefits of reading (Wigfield & Guthrie, 1997).

5. *Reading avoidance*: According to Wigfield and Guthrie (1997), this facet of motivation relates to what students claim they do not like about reading. Avoidance in motivation can affect learner behavior in situations of achievement. The aforementioned (1-5) motivational constructs characterize reading motivation for this study.

1.3 Reading Motivation and Reading Achievement

Evidence shows that there is a relation between reading motivation and performance in reading. Wigfield and Guthrie (1997) revealed that motivated students read three times more regularly than do those having low motivation levels. They disclosed that children's motivations to read predicted the amount and breadth of reading. Cox and Guthrie (2001) also confirmed that reading motivation has increased students' reading comprehension when they read texts in the classroom. Besides, researchers like Baker and Wigfield (1999); Guthrie, Wigfield, Metsala and Cox (1999); Kedir and Demis (2024) have reported that reading motivation was significantly correlated with different factors of reading achievement like intrinsic motivation. Guthrie, Wigfield & You (2012) contend that highly motivated readers are more likely to read regularly or employ a variety of reading techniques. These bodies of knowledge generally indicate that if students are motivated readers, they can comprehend academic and nonacademic texts effectively, and in turn can maximize their reading achievement.

Research proposes that reading motivation decreases as students grow up to the next grades. As noted by Fredricks and McCloskey (2012), as children move from elementary to middle school, they become increasingly disengaged [unmotivated] from reading activities. In the Ethiopian context, students at different levels of education lack the motivation to learn and read. Atlabachew (2017) notes that Ethiopian students are not that much motivated to read academic as well as nonacademic texts. This situation becomes even more dramatic as students join secondary school. Students' academic success and their reading achievement are declining from time to time. Thus, lack motivation could be one of the basic factors for the students' low reading achievement. Therefore, it would be essential to conduct a study on the constructs of reading motivation and reading achievement, specifically their relationship at a secondary school level.

Different authors have conducted research on the relationship between motivation to read and reading achievement with respect to its one or two components. For instance, attitudes and reading achievement (McKenna et al., 2012); self-concept and reading achievement (Chapman & Tunmer, 1995); self-efficacy and reading achievement (Henk & Melnick, 1995) can be mentioned. However, studying reading motivation in terms of its partial domains does not show its actual relationship to reading achievement as motivation to read is a multifaceted variable. Besides, studies dealing with the multidimensional approach of reading motivation have

examined the dimensions of children's motivation to read and their relations to reading activity and reading achievement at elementary and middle schools (e.g. Wigfield & Guthrie,1997; Baker & Wigfield,1999).

Wigfield et al. (1996) described the Motivations for Reading Questionnaire (MRQ). They discovered that MRQ is appropriate for usage with students in late elementary and middle school, as it evaluates 11 potential facets of reading motivations. Besides, it has been confirmed that children's performance on various standardized examinations and their reported frequency of reading are related to their MRQ scores. These authors have reviewed previous researches in their study, but they did not conduct actual study by collecting data from samples.

Wigfield and Guthrie (1997) have examined many facets of kids' reading motivation and the relationship between their reading motivation and the volume and variety of their reading. The aspects assessed included self-efficacy, intrinsic-extrinsic motivation and goals, and social aspects. Involving 4th and 5th grades, the study used surveys and diaries to assess the amount and breadth of the students' reading as well as MRQ to gauge their motivation. Findings showed that children's reading motivation was multidimensional. The quantity and breadth of children's reading was also predicted by their motivation. This study appears to give more attention to the dimensions of motivation than its relation to reading outcomes.

These and other similar studies, which employed the motivations for reading questionnaire (MRQ) as a tool, seem to emphasize on the validation of the dimensions rather than the relationships between reading motivation and reading achievement. There is inadequacy in studying the direct relationship between the two variables. The existing studies also mainly focused on elementary and middle schools as compared to secondary schools. Another gap to be considered is as far as the researcher's knowledge goes, in Ethiopia there has been little research on the issue of the relationship between reading motivation (aspects) and reading achievement in the context of secondary school. The authors to be mentioned in this area are Kedir and Demis (2024) explored the relationship between aspects of reading motivation and reading comprehension ability of second-year EFL students at Gambella University, Ethiopia. Thus, it will be indispensable to conduct a study to fill the above-mentioned gaps in the literature.

Thus, this research will be different from previous studies in that it examined the relationship between various aspects of reading motivation and reading achievement at secondary school level. The study is expected to add its own contribution on the association

between reading motivation and reading achievement with a prime objective to fill the above gaps. It can also be used to evaluate a policy which is aimed at improving secondary school students' reading achievement.

Accordingly, the current research examined the relationship between secondary school students' reading motivation aspects and their reading achievement in EFL classes. It also determined the predictive powers of these motivation factors (self-efficacy, extrinsic motivation, intrinsic motivation, social motivation and reading avoidance) over reading achievement.

Research Questions

Based on objectives and the problems raised so far, the research questions under here were set.

1. Are there significant relationships between grade 9 students' reading motivation aspects and their reading achievement?
2. Do grade 9 students' reading motivation aspects predict their reading achievement?
3. Which aspects of the students' reading motivation influence their reading achievement?

2. Methods

2.1 The Research Design

In the current study, a correlational research design was used. "Correlational designs provide an opportunity for us to predict scores and explain the relationship among variables. In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association... between two or more variables or sets of scores" Creswell (2012, p.338). Also, as per Gay et al. (2010), correlational research [design] entails collecting data to determine whether and to what extent a relationship between two or more quantifiable variables exists.

This study was intended to explore the relationships of students' reading motivation aspects with their reading achievement in EFL classes. Thus, correlational research design is the appropriate design for this subject matter to clearly show the relationship between these variables in a natural setting.

2.2 Setting

The research in issue was conducted in a selected public high school, Debre Eba Secondary school, North Shewa zone, Ethiopia. The school offers English as a compulsory subject for grades 9 to 12 based on the education curriculum. Besides, it employs English as a language of instruction for other subjects, except Amharic (students' mother tongue).

2.3 Participants

One hundred and twenty (120) grade 9 students of Debre Eba general secondary school were involved as participants of the study. Out of the total 880 grade 9 students who were enrolled in 2020/21 academic year, in the school, 120 students were selected via simple random sampling method, particularly the lottery technique.

2.4 Tools for Data Collection

To gather the data of the study, two instruments were employed: a questionnaire and students' reading achievement test. The following section presents the clear explanation and justification of the two tools.

2.4.1 Motivations for Reading Questionnaire (MRQ)

This survey was originally planned to measure 11 aspects of children's motivations to read. The questionnaire has been validated by many authors at different times. For instance, Wig field and Guthrie (1995) developed the first questionnaire with 82 items to assess 11 possible domains of reading motivation. The Motivations for Reading Questionnaire (MRQ) validated by Wig field, Guthrie, and McGough (1996) is also a 54-item survey which was set to measure the same motivation factors including self-efficacy, some intrinsic and extrinsic motivations and social aspects of reading.

Then, Metsela, Wig field and McCann (1999) have improved and validated a version of the M RQ. In this questionnaire, out of the original 11 dimensions, 8 of them appeared to be sound. Besides, they are manageable to study and were used by previous researchers. Therefore, these constructs were used in the current research as the major subcomponents of motivation for reading. Therefore, this shorter version, covering self- efficacy, three aspects of intrinsic motivation (curiosity, involvement, and challenge), two components of extrinsic motivation (recognition, competition), social motivation and reading avoidance, was used in this study.

The questions in the MRQ are rated on a 5 point Likert scale which are, strongly agree (5), agree (4), uncertain (3), disagree (2), and strongly disagree (1). To fill in the questionnaire, approximately 10-15 minutes are needed. As for its reliability, the Cronbach's alpha coefficient for the scale was 0.91. Before it was administered, the questionnaire was translated from English to Amharic language. Finally, one hundred twenty (120) grade 9 students completed the survey.

2.4.2 Reading Achievement Test

Reading achievement refers to the students' general reading comprehension ability at school. To assess the students' reading capability, a standardized reading achievement test was employed. Abiy's (2005) reading comprehension test, developed for his PhD dissertation was adapted. There were two sets of tests in Abiy's (2005) standardized reading test (each set consisting of 3 tests): the pre mediation test and the post mediation test. The comprehension test consists of nonfiction or informational texts from different content areas for which students answer true or false items, multiple choice questions, matching items, and fill in the blank spaces. The reading test takes about 70 minutes to complete.

The types of questions designed for the test were grouped in to questions that will require literal meaning, and the ones that will demand deeper meaning. The later categories consist of specific reading skills like analysis, synthesis, evaluation, reasoning, appreciation and that relate with the students' prior knowledge. Reading is a broad and complex process, and Guthrie and Wigfield (2000) note that reading involves a variety of cognitive, motivational, social and other factors. Thus, the reading achievement test is anticipated to measure all domains at least in some part.

For this study, the first set of tests (the pre-mediation tests), which consist of 68 items, were adapted with minor improvements, and were administered to the sample (120) students. After the tests were marked and scored, the results were correlated with that of the questionnaire to determine the association between the variables.

2.5 Data Collection Procedures

After the researchers had got consent from the school's administration, they started the data collection process. Before the actual data collection work, they met and selected teachers who were volunteer to coordinate and select students from different sections. At the beginning of March, 2021, during the second semester, 120 sample students took the reading test. The tests were screened out, marked and were filled in the SPSS. Afterwards, questionnaire was administered to the same students. The questionnaire papers were tallied and filled in the SPSS for analysis purpose.

2.6 Data Analysis Techniques

The data gathered through questionnaire and reading achievement test were analyzed quantitatively. After checking the validity and reliability of the tools, correlation and regression analyses were computed by using the Statistical Package for Social Sciences (SPSS version 25). To decide the relationships of variables, correlation analysis was performed while regression analysis was employed to determine the best predictor of reading achievement.

3. Findings and Discussions

This study was intended to examine the relationship of grade 9 EFL students' reading motivation aspects with their reading achievement. It also determined the predictive powers the five reading motivation aspects on the students' reading achievement. To compute the collected data, correlation and regression analyses were performed. Thus, in the following section, based on the findings and discussions are presented to address the three research questions.

The Relations between Each Reading Motivation Aspect and Reading Achievement

One of the objectives of this study was to explore the relationships between each aspect of reading motivation and students' reading achievement in EFL classes. The results are presented in Table 1 below.

Table 1: Pearson Product- Moment Correlations Between Reading Motivation Factors and Reading Achievement (N=120)

		RAT
S	Pearson	0.319**
	Correlation	
	Sig. (2-tailed)	0.000
I	Pearson	0.376**
	Correlation	
	Sig. (2-tailed)	0.000
E	Pearson	0.367**
	Correlation	
	Sig. (2-tailed)	0.000
Pearson		0.385**

S Correlation		
M		
	Sig. (2-tailed)	0.000
R	Pearson	-.055
A Correlation		
	Sig. (2-tailed)	0.548

** . Correlation is significant at the 0.01 level. (2-tailed)

Correlations of the five reading motivation aspects with reading achievement test (RAT) were determined using Pearson product- moment correlation. Primary analyses were made to check if there were no violations of the assumptions of normality, linearity and homoscedasticity, and thus no violations of assumptions were found. As reported in the above table, there was a moderate, positive and significant correlation between reading self-efficacy and RAT($r = .319$, $P < .01$), intrinsic reading motivation and RAT($r = .376$, $p < .01$), extrinsic reading motivation and RAT ($r = .367$, $p < .01$), social reading and RAT($r = .385$, $p < .01$). Nevertheless, a weak, negative and non-significant association was found between reading avoidance and reading achievement ($r = -0.055$, $p = 0.548$).

In short, the correlations of self-efficacy, intrinsic motivation, extrinsic motivation and social motivation with students' reading achievement test were moderate, positive and significant. This data infers that high self-efficacy, high intrinsic motivation, high extrinsic motivation and high social motivation are related to high students' reading achievement in reading classes. To this end, it is possible to suggest that maximizing students' reading motivation at a classroom context will have a positive effect on students' reading achievement.

The results of this study on the correlations between aspects of motivation and reading achievement go in line with the findings of previous researches. According to Wig field and Guthrie (1997), pupils who are more motivated read three times as often as students who are less motivated. Similarly, Cox and Guthrie (2001) revealed that reading motivation has increased students' reading comprehension at a classroom level. Kedir and Demis (2024) also confirmed that reading motivation aspects of university students were related to their reading comprehension ability.

Reading Motivation aspects as Predictors of Reading Achievement

Analyses of multiple regressions were also performed to see the predictive power the reading motivation factors (together) on reading achievement. Multiple regression analyses were conducted on self-efficacy, intrinsic motivation, extrinsic motivation, social motivation and reading avoidance as predictor variables and reading achievement as dependent variable.

Table 2: The Influence of Reading Motivation Aspects on Reading Achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438 ^a	.191	0.156	11.952

a. Predictors: (Constant), SE, IM, EM, SM, Avoidance

b. Dependent Variable: RAT

Based on the standard multiple regression analysis (Table2), the reading motivation factors in combination were positively *and* statistically significant predictors of reading achievement ($R^2 = .191$, $p < .05$). As the value of R square (R^2) shows, 19.1% of the variance of reading achievement can be explained by the linear combination of the independent variables. Hence, it is possible to assert that grade 9 students' reading motivation has influenced their reading achievement when they read texts in English classes.

Furthermore, as reported in Table 2 above, the Adjusted R square was 0.156 for reading achievement. This statistic suggests that the predictor variables are good at predicting students' reading achievement. Based on Muijs (2004) benchmark, the Adjusted R square (model) which is found between 0.11 and 0.3 has modest fit and the Adjusted R^2 ranging from 0.31 to 0.5 is said to have moderate fit. Thus, the set of reading motivation aspects modestly predicts students' reading achievement during EFL reading classes.

The findings regarding the predictions go constant with the results of the previous researches. In this respect, Lee (2014) disclosed that emotional or motivational involvement (relating to a sense of belonging) strongly influenced reading achievement. Similarly, Wigfield and Guthrie (1997) revealed that the quantity and breadth of children's reading was predicted by their reading motivation. Besides, as Cox and Guthrie (2001) divulged, reading motivation has increased students' reading comprehension at a classroom level. Atkinson (2010) also asserted

that motivation predicted the level and breadth of student's reading, positing that various potential reading motivations could influence student's reading achievement. Kedir and Demis (2024) found that the 8 aspects of reading motivation with in motivations for reading questionnaire (MRQ) have predicted students' reading comprehension ability. As opposed to these results, Proctor, Delay, Louick, Leiden and Gardner (1997) reported that the well-recognized aspects of motivation, intrinsic and extrinsic reading motivations did not predict reading comprehension with non-majority populations.

The Relative Contribution of Each Reading Motivation Aspect to the Influence on Reading Achievement

To find out the reading motivation aspects that contributed most in predicting students' reading achievement, the standardized regression coefficients, Beta (β) were computed, and the results are briefly presented in the table underneath.

Table 3: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	13.553	9.996		1.357	0.178
SE	1.784	1.727	0.110	1.033	0.304
IM	3.642	3.021	0.150	1.205	0.231
EM	2.706	2.645	0.124	1.023	0.308
SM	2.454	2.241	0.146	1.095	0.276
RA	0.782	1.922	0.036	0.407	0.685

a. Dependent variable: Reading Achievement (test), N=120 students

The standard multiple regression analysis in table 3 above, revealed that self-efficacy ($\beta=0.110$, $p > 0.05$), intrinsic reading motivation ($\beta=0.150$, $p > 0.05$), extrinsic motivation ($\beta=0.124$, $p > 0.05$), social motivation ($\beta=0.146$, $p > 0.05$) and reading avoidance ($\beta=.036$, $p > 0.05$) were low and statistically non- significant predictors of reading achievement. Based on the statistic, intrinsic reading motivation made a relatively better contribution to the prediction of

reading achievement with ($\beta=.150, p >0.05$) followed by social motivation ($\beta=0.146, p >0.05$). *This statistic* indicates that intrinsic drive for reading contributed more to the prediction of reading achievement ($\beta=.150, p >0.05$) followed by social motivation ($\beta = 0.146, p > 0.05$). Based on the findings, it is feasible to draw the conclusion that while the reading motivation components together were statistically significant predictors of reading achievement, each factor alone was not. This finding, specifically seems to be unique in that none of the reading motivation aspect is statistically significant predictor of reading achievement separately. The result is against Kedir and Demis's (2024) finding which found that among the eight domains of reading motivation, six of them strongly predicted university EFL students reading comprehension ability.

4. Conclusions

In line with the results of the research, it is possible to conclude that grade 9 EFL students' reading motivation aspects were related to their reading achievement in reading classes. The students' self-efficacy, intrinsic motivation, extrinsic incentive, social motivation, and avoidance were related to their reading success. This finding indicates that when secondary school students' reading motivation rises, so will their achievement in reading. Moreover, grade 9 students' reading motivation aspects (self- efficacy, intrinsic motivation, extrinsic incentive, social motivation, and reading avoidance) in combination were found to be the predictors of their reading achievement. Nevertheless, independently none of them was a significant predictor of reading achievement.

Thus, it is recommended that English language teachers should practice techniques of motivating students in language classrooms in order to increase various text comprehension capacities of students and, in turn, to optimize their reading success. English teachers should also take into account different motivational factors (e.g. self-efficacy and intrinsic motivation) in reading classes since students' motivations to read texts are multifaceted or learners are inspired to read for different reasons. In addition, various stakeholders such as curriculum specialists, material developers and educators should take in to account the inclusion of motivation techniques in textbooks for language instructions.

This study has got few limitations to be acknowledged. Consequently, further study has been suggested. First of all, the research has included only grade nine students of one public secondary school. Although the samples were selected by employing the appropriate procedures, the findings of the study may not be generated in other grade levels as well as other schools.

Thus, further studies should be carried out to replicate this research by involving more secondary schools and additional grade levels.

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Conflict of interest

There was no conflict of interest among authors in this research work.

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